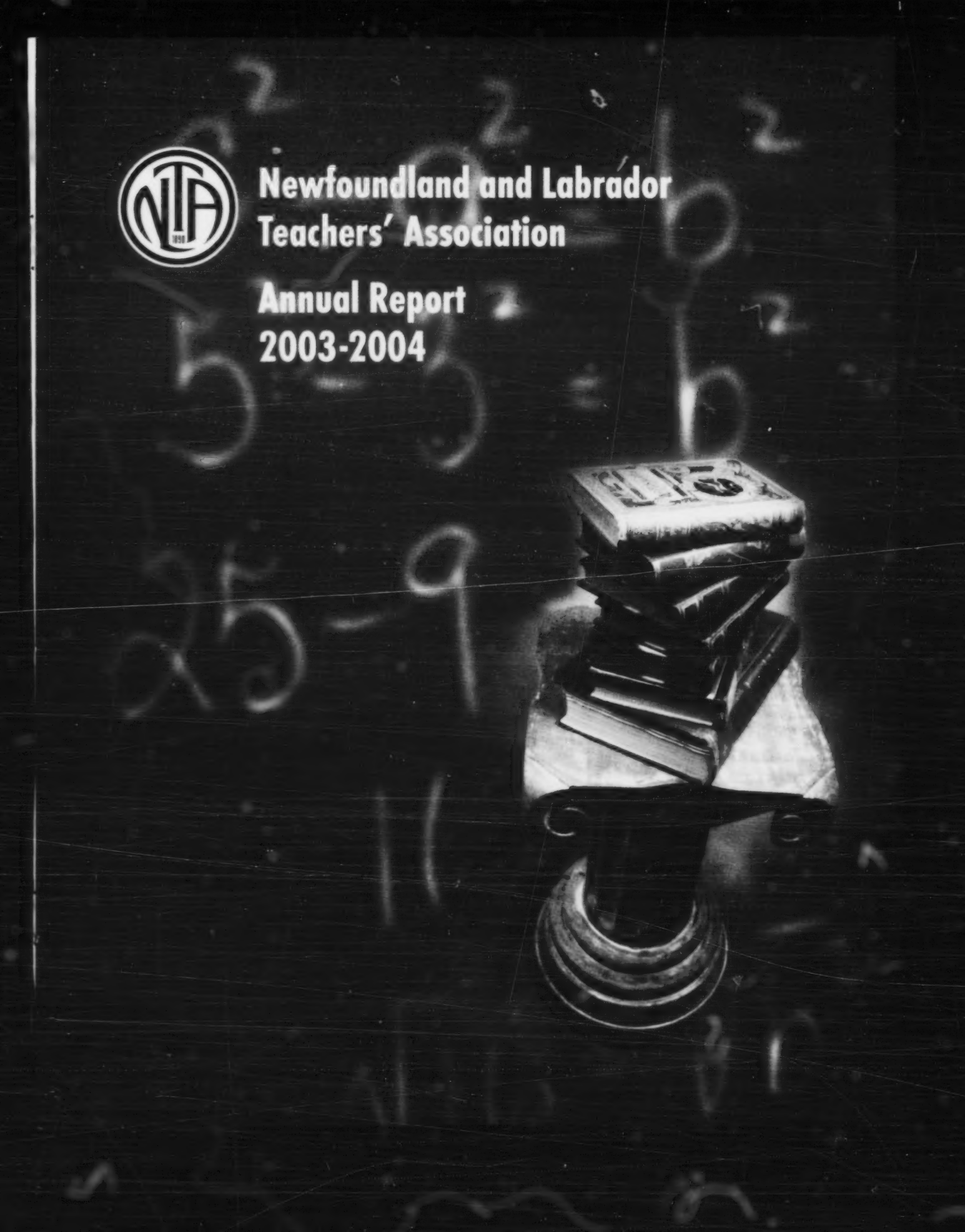
Newfoundland and Labrador Teachers' Association

Annual Report 2003-2004



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President's Message

Fred Douglas
President

It is difficult to believe that a year has passed since teachers voted for their President and Vice-President in the first ever province-wide vote. It is my feeling that this democratic process will result in teachers feeling more ownership of their professional association. Time has passed so very quickly that it seems only weeks rather than months ago that I assumed office on August 1, 2003.

In early November, under the provisions of Article 43 of the Collective Agreement, NLTA requested the negotiation of a new agreement. The employer agreed to be at the bargaining table by late February or early March of this year. Our Negotiating Team, under the chairmanship of Vice-President Kevin Foley, met for in-servicing and review of the "Opening Package" on February 2 - 4 and prepared for what may be a lengthy process. Given the introduction of a two-year wage freeze for public sector workers, the demands for concessions from the employer, the nefarious Bill 18 which introduced back-to-work legislation, the removal of 256 teaching units and the further consolidation of school boards, we decided to delay time lines for entering into direct contract talks with government and school boards. This provided us with the time necessary to fine-tune our proposals in light of board restructuring.

Immediately upon the appointment of the new cabinet in November 2003, I met with the Ministher of Education, the Honourable John Ottenheimer. We had a frank discussion surrounding current issues in education and I invited him to meet with our Provincial Executive Council to discuss matters of concern to teachers. I wrote the Premier, the Leader of the Opposition, Cabinet Ministers and all MHAs outlining NLTA's issues and concerns and asking them to champion the cause of education.

On January 5 we entered into discussions with other public sector unions to combat the Premier's announced intention of wage freezes, layoffs through attrition and attacks on collective agreement benefits. We agreed to jointly fund an independent survey which clearly indicated the Government has little public support for its announced intentions. Provincial Executive then approved an extensive public media blitz which paralleled that of other public sector unions. The intent of the various ads in TV, radio and print media was to remind the public of the negative effects of past wage freezes to the economy and the unfairness of targeting children and seniors to bear the brunt of a government debt.

In addition, as President of the NLTA, I published a number of letters to the editor and "Forum" articles in various print media and did various radio and TV interviews referencing our opposition to wage freezes and our concerns related to workload, class size, teacher allocations, etc. I also attended the pre-budget session and presented the Minister of Finance and his Treasury Board officials with an oral and written brief of NLTA's recommendations.

When NAPE and CUPE took job action on April 1, NLTA stood in solidarity with their members and refused to perform the duties of their bargaining units while they were engaged in a legal strike. This caused some boards to threaten to discipline and/or suspend teachers who refused to do those duties. I wish to thank our members, who despite personal misgivings in some cases, stood firm in our

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resolve not to engage in scab labour. I particularly want to thank administrators who were again the first line of defense against this unreasonable expectation of the employer. These events crystallized two things for me:

1. It is absolutely imperative that administrators remain strong and active members within the NLTA.

2. Before my tenure as President ends, it is my intent to put into motion steps to resolve once and for all the issue of teachers' responsibilities vis-à-vis student assistants' duties. Whether or not we like the answers we seek, we will at least know the game rules should yet another such unfortunate job action occur.

I have taken the initiative on your behalf to speak out strongly against the reduction of 500 teaching units from the system over the next two years and against the restructuring of school boards. It is obvious that with 500 fewer teachers, class sizes will increase in urban areas, there will be less preparation time, programs will be cut and there will be an increase in multi-grading.

With the further consolidation of boards and the reduction of 18 Program Specialists it is obvious that supports to teachers surrounding curriculum issues, in-servicing, and professional development must necessarily be affected negatively. Children who rely on the supports of itinerant teachers and other specialists will have services reduced. It is not possible for fewer people to deliver the same quality services over a larger geographic area with fewer resources. We cannot achieve national standards in education with resources which have fallen even further below the national norm. I have suggested to the Minister of Education that the restructuring initiative be delayed for at least one year and that a panel representing teachers, parents, school boards and directors of education be established to advise the Department in terms of minimizing possible negative affects on personnel, children and programming.

Over the past year I have had the opportunity to meet with many teachers throughout the province. Indeed, I have been in more than 200 schools and district offices since last year. These school and district office visits are extremely important to me since they provide me with a first-hand account of the issues and concerns of our members. It is my hope to visit as many schools as scheduling allows in the second year of my term of office.

I want to thank you all again for your input and support of our Association.

Fred

Executive Director's Message

Edward Hancock
Executive Director

Our 2003-04 annual report is a vehicle for summarizing and reviewing the activity and work of your Association since the 2003 annual report was issued. The report is intended to provide a summary of the programs of the Association and a review of the Association's activities over the past year.

Each year proves to be a demanding and active one for the NLTA, and the past year has been no exception. Although we have not been directly involved in contract negotiations, there have been major developments on the collective bargaining front. The Collective Bargaining Committee completed the process of preparing opening proposals, and notice was served to the employer that we wish to proceed with negotiations on the provincial contract which is to expire on August 31, 2004. The election of a new provincial government, the announcement of a public sector wage freeze and a four-week province-wide public sector strike have meant that negotiations have not begun and proceeded as we would normally have expected. As a result, the collective bargaining scene will continue to occupy our attention heading into the 2004-05 school year.

In August 2003, at the first meeting of the 2003-05 Provincial Executive, five priorities were identified and are discussed in the Administration Section of this report. These priorities have occupied our time and attention during this school year as we strive to maintain and improve our comprehensive program of services for teachers and to address those issues that are of most significant concern to our members.

A major event for the Association since the last annual report has been the first election of NLTA President and Vice-President by province-wide vote among all members. The 2003 BGM approved a change to this process so that the 2005 election of President and Vice-President will take place in the first week of February 2005. All members are urged to become familiar with the candidates and to participate in a knowledgeable way in this electoral process when the new school year starts.

There was only one staff change at the NLTA office over the past year as EAP Coordinator, Claudette Coombs, took a one-year deferred salary leave. Claudette was replaced by Kathy Taylor-Rogers. We thank Kathy for her work on behalf of teachers over the past year.

A significant event in the spring of 2004 was the marking of the 40th anniversary of the NLTA Group Insurance Plan which was first established in April 1964. The continuation of this plan, under the guidance of a Board of Trustees comprised totally of NLTA members, is a key piece of the benefit package for teachers.

The NLTA is committed to ensuring that its programs and services are the equal of any such organization in the country. Your entire administrative and support staff at the NLTA office are a key component for the delivery of those programs and services to teachers. The challenge, as we look to a future of declining membership numbers but, ironically, increasing demands for services in a more and more complex and challenged education system, is to ensure that we sustain our ability to meet that commitment.

I trust you will find this report informative and, as the 2003-04 school year draws to a close, I look forward to continuing our efforts on behalf of all NLTA members into the future.

Ed

Organizational and Governance Structure

Decisions were made and implemented at various levels within the organizational and governance structure of the NLTA. The following is an update of work performed by Provincial Executive, Joint Council, and the Executive Committees.

Provincial Executive Council

The Provincial Executive Council usually meets seven to eight times during the school year to transact the business of the Association, although other meetings may be scheduled if required. The Constitution and By-laws place full and complete authority for the direction of the Association between Conventions with the Provincial Executive Council.

The 2003-04 members of the Provincial Executive Council were: Fred Douglas, President; Kevin Foley, Vice-President, Goose Bay; Winston Carter, Past-President, Carmanville; Sean Noah, Table Officer, Grand Falls-Windsor; Marilyn Bennett, St. John's; Dana Burridge, Deer Lake; Art Callahan, St. John's; Bill Chaisson, Corner Brook; Lily Cole, Creston South; Dean Ingram, Clarenville; Ed Moore, Placentia; Elizabeth Murphy, Parker's Cove; and Fred Wood, St. John's.

The decisions and recommendations from Executive and ad hoc committees and other business of Provincial Executive are reflected throughout this annual report.

Joint Council

The Joint Council met in November 2003 and February 2004. At these meetings Branch Presidents and Provincial

Executive met to make decisions on the work of the Association. Issues discussed included collective bargaining, occupational health and safety committees, Association priorities, the pension plan, workload study, NLTA policy changes, the AIMS report card on Atlantic Canadian schools, the Employee Assistance Program, and group insurance. There were also presentations on such topics as sexual orientation, schools and the law; MUN Faculty of Education Initiatives; and the Network of Innovative Schools conference.

Executive Committees

The Provincial Executive operates through a series of standing and ad hoc committees. Teachers from across the province serve as members of these committees generally centralized in one particular area of the province. These committees are responsible to the Provincial Executive Council unless there is specific direction to the contrary from the Biennial Convention. The work of the committees is reported upon throughout this annual report. The Executive committees are: Communications/Political Action; Curriculum; Equity Issues in Education; Finance and Property; Membership Benefits and Services; Professional Issues in Teaching; and Committee on Early Career Teachers.

Other committees and ad hoc committees are set up on an as needs basis to deal with specific issues.

Communications/Political Action Committee
This year's Communications/Political Action Committee was located in St. John's and was chaired by Marilyn Bennett. The committee oversaw the review of all the NLTA brochures and publications, the monitoring and continued development of the NLTA web site, the plans for upcoming public relations and communications strategies, and provided input into various communications issues. The Education Week Committee is a sub-committee of the Communications/Political Action Committee and recommendations concerning plans for the week were vetted through this committee. The Communications Officer serves as staff consultant to the Communications/Political Action Committee.

Curriculum Committee
The Curriculum Committee has responsibility for the Association's involvement in all matters related to curriculum programming. The Committee continued to monitor the implementation and resourcing of new curricula and met with Department of Education officials on a regular basis. The Committee also coordinated many of the NLTA responses to curriculum issues. A major focus during the 2003-04 school year had been the proposed *High School Graduation Requirements*. In order to identify concerns and obtain feedback from the membership, a survey was circulated to Special Interest Councils and high school teachers. The information gathered from this survey formed the basis of NLTA's position paper on new graduation requirements. This position paper was discussed with Department of Education personnel and, as a result, significant changes were made to the Department of Education's proposals and the Department of Education agreed to delay implementation of the new requirements until the 2005-06 school year. The committee was chaired by Elizabeth Murphy and was located in Marystown.

Equity Issues in Education Committee
The Equity Issues in Education Committee is responsible for advising Provincial Executive on issues of equity. This includes the monitoring of our own internal policies and operations, as well as advocating for inclusionary policy and practice in the broader educational community. The committee was located in St. John's and was chaired by Fred Wood.

With CTF's Professional Development Division, a work group to address the issue of the under-representation of females in elected and paid leadership positions and the under-representation of males in the profession at all levels, particularly at primary and elementary, collected data and will be continuing to work through an action plan to address these issues. A poster and brochure were published as part of an NLTA initiative on the topic.

The Equity Issues in Education Committee is also responsible for the administration of a student grant which has as its purpose the provision of equal access of opportunity to students. During this school year, the guidelines and application processes were reviewed and revised.

On the recommendation of this Committee, the Executive Council approved the inclusion of a facilitated session at the February 2004 Joint Council on the politics of sexual orientation, schools and the law.

Finance and Property Committee

The Finance and Property Committee meets four times a year or as required by the Provincial Executive Council. The committee is comprised of four members from the Provincial Executive Council and throughout the past year it continued to control and monitor all spending and maintain all property of the Association. Activities included monitoring the investments of the Association, making recommendations on financial issues, and preparing budgets. The committee was based in St. John's and was chaired by Edward Moore.

Group Insurance Committee

The major areas of work of the Group Insurance Committee can be found in the Group Insurance section under Benefits and Economic Services, later in this report. The committee consists of a seven person board of Trustees who have been appointed by and are answerable to: Provincial Executive; representatives from Johnson Incorporated as Plan Administrator and consultant; a staff member of the NLTA who performs the administrative duties assigned by Trustees and acts in an advisory capacity to the committee; and the NLTA Treasurer who performs the financial duties assigned by Trustees. The committee was based in St. John's and was chaired by Sean Noah.

Membership Benefits and Services Committee

This committee was located in Gander and chaired by Winston Carter. It is responsible for overseeing and making recommendations on issues related to Branch Operations and Benefits and Economic Services. In February 2004, the Committee recommended to Executive candidates for the Bancroft and Special Recognition Awards. In light of new provincial legislation, Occupational Health and Safety matters, such as the establishment and training of worksite committees, are on the agenda this year. Recommendations have been made to Executive to revise NLTA policy to ensure consistency with legal requirements in this area.

Professional Issues in Teaching Committee

The Professional Issues in Teaching Committee (PITCOM) was located in Deer Lake and chaired by Dana Burridge. The Committee made recommendations to Provincial Executive on professional development issues and made decisions respecting the Barnes Award, the Centennial Fund Projects, and Project Overseas. It also developed guidelines for new programs to be administered through the Professional Development Division. PITCOM reviewed and had input into CTF's policies and brought recommendations for a policy on accountability and professionalism and was to review policy on practices related to teacher evaluation.

Committee on Early Career Teachers

An adhoc committee on early career teachers was established by Provincial Executive in late fall 2003. It was centered in the Corner Brook area and chaired by Bill Chaisson. The committee has the mandate to examine and recommend ways to improve and increase the involvement of early career teachers in the Association, and consider how to maintain and improve services to teachers in light of changing demographics and declining financial resources.

Fourteen recommendations were accepted by Provincial Executive at its February 2004 meeting. These covered such matters as ensuring that MUN students, substitute teachers and new teachers are aware of the services available through the NLTA and encouraging them to be involved early in their careers.

Administration

The Administration Division has responsibility for coordinating the work of all divisions within the NLTA and ensures that the organization is responsive to the needs of its members. The President and the Executive Director represent the Association on various boards and liaison groups – nationally, with the Canadian Teachers' Federation (CTF) and the Conference of Atlantic Provinces Teacher Organizations (CAPTO) and, internationally, through Education International (EI). Provincially, the President and Executive Director represent the NLTA in liaison with the Department of Education and other government departments and agencies, the Newfoundland and Labrador School Boards Association, the Newfoundland and Labrador Association of Directors of Education, Memorial University of Newfoundland, the Newfoundland and Labrador Federation of School Councils and other public sector unions.

This division is also responsible for the overall functioning of the Biennial General Meeting (Convention), the Provincial Executive Council, and Joint Council.

Highlights for the President's and Executive Director's Offices for 2003-04:

• Continued a series of visitations to schools and branches throughout the province by the President, at times accompanied by Administrative Staff members.

• Established, with the Provincial Executive and Administrative Staff, Association priorities for the 2003-04 school year.

• Continued ongoing liaisons with other educational agencies, including the Department of Education, NLSBA, MUN, NLADE, and the Federation of School Councils.

• Coordinated and participated in the three School Representatives seminars held in the fall of 2003 in St. John's, Corner Brook and Grand Falls-Windsor. These will rotate through nine regions of the province on a triennial basis.

• Attended meetings of the Executive of the Conference of Atlantic Provinces Teacher Organizations (CAPTO) and the CAPTO Annual Meeting.

• The President attended all meetings of the CTF Board of Directors in his role as NLTA's Director on the CTF Board.

• The Executive Director served as a member of the CTF Committee on National Issues in Education.

• The Executive Director represented the NLTA on the provincial Pensions Investment Committee and the CDLI/STEM~Net Advisory Board.

• Continued involvement with the development and growth of the Virtual Teacher Centre and coordinated planning for long-term funding for the VTC following the expiry of the Federal Funding agreement.

• The Executive Director, Assistant to the President and Assistant to the Executive Director served as staff consultants to the Electoral Committee and coordinated the carrying out of the first province-wide

vote for NLTA President and Vice-President. (See more detailed report which follows.)

• Had responsibility to oversee all arrangements and planning for BGM 2003.

• Prepared agendas and oversaw details for the functioning of the Provincial Executive Council and Joint Council meetings.

• Prepared (with the Communications Officer) and presented NLTA's submission to the Pre-Budget Consultations for the 2004 provincial budget.

• The Executive Director continued in his second term as a Director of the Canadian Association for the Practical Study of Law in Education (CAPSLE).

• Established an ad hoc committee on Early Career Teachers to examine the involvement of, and services to, same within the Association.

Table Officers

Table Officers consist of the President, Vice-President, Past President and one other Executive member elected by the Provincial Executive. The Executive Director serves as staff consultant to the committee.

The mandate of Table Officers includes making recommendations to Executive on issues such as: appointment of NLTA representatives to various committees and groups; establishment and composition of committees; and revisions to policy and programs. The committee also approves agendas for Provincial Executive, Joint Council and Biennial General Meetings, and handles routine business between Executive meetings. Table Officers is also the committee responsible for interviewing candidates and making recommendations to Executive on staffing matters.

Some of the issues undertaken by Table Officers during the 2003-04 year were as follows:

• Continued liaison with the Retired Teachers' Association of Newfoundland and Labrador (RTANL) to discuss ongoing and future long-term relationships between the NLTA and the RTANL.

• Monitored and made decisions upon cases with respect to professional relations inquiries and membership discipline.

• Continued formal liaison with Johnson Inc., particularly in relation to special funding arrangements for Association programs and plans for marking the 40th anniversary of the NLTA Group Insurance Plan.

• Monitored progress and activity concerning the Association priorities for 2003-04.

• Received and responded to correspondence from CTF relative to CTF policies and activities.

• Examined resolutions from BGM 2003 falling within Table Officers' mandate and pursued action on same.

• Continued to monitor developments re school assessment, particularly re AIMS School Report and the first ever Provincial Report on Schools.

• Reviewed branch proposals for amendments to the NLTA Act and By-laws and made recommendations to Executive.

• Made recommendations to Executive re nominations for CTF Awards.

• Received and responded to requests from groups and organizations for NLTA involvement and/or assistance.

Branch Operations

The branch operations program is responsible for providing services to teachers through the Association's local branch structure. This involves all aspects of branch organization, including official registration of the 51 local branches and allocation of funds as per Association policy, review of yearly branch audits, registration of substitute teachers, processing requests regarding the Association's membership categories, and the operations of school board-teacher liaison committees. Responsibility for branch operations is assigned to the Assistant to the President.

Highlights for 2003-04:

• Processed nominations for the Bancroft, Barnes and Special Recognition Awards presented annually by the Association. The recipient of the Bancroft Award for 2004 is Bill Chaisson; the recipient of the Barnes Award is Wayne Hallett; and the recipient of the Special Recognition Award is Rudy Porter. These recipients, along with the 2005 recipients, will be honored at an awards luncheon during the 2005 BGM.

• The School Board-Teacher Liaison Committees continued to operate for the 2003-04 school year. The school board-teacher liaison structure includes one committee for each of the 11 school districts in the province plus a separate committee operating under the Labrador West Collective Agreement. To date, the majority of committees have met at least twice and positive comments have been received from both the NLTA and school board members involved in the process.

• Prepared over 430 retirement scrolls and pins for teachers retiring during the 2003-04 school year.

Association Priorities for 2003-04

Provincial Executive identified five priorities for the 2003-04 school year, after extensive discussion and planning at a meeting in August of 2003. These are: negotiating a collective agreement; teacher accountability/assessment/professionalism; curriculum issues; quality of teacher work life; and membership awareness. An update on each of the priorities follows with a brief description of actions to date. More information on various details of the priorities may be found in later sections of this report.

Negotiating a Collective Agreement

• Developed collective agreement proposals, with membership input to be incorporated in the NLTA's opening package for the next round of collective bargaining.

• Communicated externally with other unions and the public through a communications strategy.

• Communicated internally with the membership through a communications strategy and collective bargaining updates.

Teacher Accountability/Assessment/ Professionalism

• Developed the NLTA policy on accountability.

• Educated our partners as to our position (especially as regards "shared responsibility" for accountability) and created greater awareness among those partners as to their responsibility.

• Continued to monitor external assessment initiatives (e.g. AIMS) in conjunction with other educational partners and took appropriate actions to expose erroneous data or inappropriate use of data.

• Responded to issues around the implementation of criterion referenced testing and public exams.

• Reviewed the Association's professional Code of Ethics and policy on teacher evaluation.

• Started the development of the NLTA position on teacher professional growth and development.

• Continued to support and promote the activities of the Professional Development Alliance.

Curriculum Issues

• Continued to ensure NLTA input and participation in curriculum, instruction and program support issues.

• Assisted special interest councils in developing a new and more effective collaborative model to meet the professional development and inservice needs of teachers.

• Continued to implement the goals of the Virtual Teacher Centre.

Quality of Teacher Work Life

• *It's About Time: A Report on the Impact of Workload on Teachers and Students* was completed in early 2004. It was intended to release the results early in April 2004 but this decision was pre-empted due to the public sector strike. The findings of the study will be used to direct the work of the Association in this area.

• Continued to advocate for the resources and supports necessary for teaching and learning. Specifically, meetings were held with the Pathways Working Group to address teachers' concerns, with the Assistant Deputy Minister and Director of Literacy to address workload issues of KinderStart, and with the Minister of Education, Directors from the Department of Education, and the NLADE on issues in the NLTA brief, *Putting the Teacher Back Into Teaching*.

Membership Awareness

• Maintained and improved awareness among the membership of NLTA services, programs, initiatives and activity on educational issues.

• Continued to ensure an effective school representative system was maintained and utilized for improving membership awareness of NLTA programs, services, initiatives and emerging issues.

• Began work on the development of a systematic and coordinated mechanism of contact with beginning/early career teachers.

• Promoted and recognized membership involvement in the NLTA to a greater extent.

• Promoted and utilized special interest councils as effective mechanisms for informing the membership of NLTA programs/services and increasing awareness of specific curriculum issues.

• Began work on a systematic and coordinated mechanism of contact with MUN Faculty of Education students and interns to create a greater awareness of the Association's programs/services and to promote involvement in the Association.

Election of NLTA President and Vice-President by Province-wide Vote

The spring of 2003 marked the first ever province-wide election of NLTA President and Vice- President after the 2001 NLTA BGM had approved a number of changes to the NLTA Act and By-Laws to provide for a province-wide election. Following approval of the election policy and procedures by Executive and Joint Council, an Electoral Committee (the first to oper-

ate outside of a BGM) was appointed in the fall of 2002. The committee consisted of Chairperson Morley Reid (NLTA Past-President, 1991-93), Eileen Anderson (a principal in Carbonear), and Marlene Hall (a teacher in Mount Pearl). This committee conducted the province-wide election in accordance with the approved policies and procedures with the assistance of NLTA staff members Edward Hancock (Executive Director), Geralyn Costello (Assistant to the President), and Mary Ann Grimes (Assistant to the Executive Director).

Three candidates were nominated for the office of President. These were: Fred Douglas (Marystown), Wayne Lee (Stephenville), and Paul Matthews (St. John's). In addition, five candidates were nominated for the office of Vice-President: David Alcock (Bishop's Falls), Kevin Foley (Goose Bay), Clem (Ted) Murphy (Bay Roberts), Sean Noah (Badger), and Fred Wood (Conception Bay South). The first vote, carried out on May 6, 2003, resulted in the election of Fred Douglas as NLTA President for 2003-05. Neither of the five candidates for Vice-President received a clear majority of the votes cast on May 6, so a deciding ballot was held among the two leading candidates (Fred Wood and Kevin Foley) on May 20, 2003. In that run-off election, Kevin Foley was elected as NLTA Vice-President for 2003-05.

Under the direction of the Electoral Committee, the myriad of duties required to conduct such an election were carried out from the NLTA office. Specific voting instructions and procedures were developed and issued to branches and schools, decisions of the Electoral Committee were disseminated, membership lists were provided to candidates, an on-line questionnaire forum and web site links for candidates were established, two election newsletters were circulated to schools, ballots were prepared, counted and packaged for branches/schools, and packages of all voting materials and instructions were disseminated. As per the by-laws and policy governing the election, and the voting instructions issued, all votes were collected from schools and counted at the branch level by a committee of the branch executive. Voting results were telephoned or faxed to the NLTA office where a vote count was compiled.

The May 2003 election represents, of course, a historic first for the NLTA whereby every NLTA member has the right to cast a vote for the candidates for the two highest elected offices in the Association. The 2003 BGM passed a further amendment to the election by-law to ensure that this election process, in future, is completed prior to the holding of the Biennial General Meeting. As a result, the election will now take place during the first week of February in each Convention year. Teachers can anticipate receiving information on the 2005 election, including information on the candidates, early in the new school year.

Benefits and Economic Services

The Benefits and Economic Services Division of the NLTA provides services to members in the areas of collective bargaining, teacher benefits and welfare, and collective agreement administration. Key to these services are group insurance, employee assistance, legal aid and professional relations dispute resolution. As well, representation is given in the areas of appeals to teacher certification, employment insurance and workers' compensation.

Collective Bargaining

Provincial Collective Agreement

On August 31, 2004, the current Collective Agreement will expire. A Provincial Collective Bargaining Committee was active from January 2003 to early fall of 2004, and collected input from teachers concerning priorities for the next round of negotiations. In consultation with Provincial Executive Council, Branch Presidents and Administrative Staff, opening proposals were developed and approved. Notice was served to the employer of our intention to begin negotiations. Due to developments surrounding the public sector strike, however, this round of negotiations did not begin as anticipated.

With the election of a new provincial government and the Premier's State of the Province announcement in early January 2004, the NLTA worked cooperatively with other provincial unions in addressing the issue of a wage freeze in future negotiations. The NLTA will enter the negotiating process focused on the priorities as identified by the membership and will strive to achieve the goals it has set.

Labrador West Collective Agreement

The Labrador West Collective Agreement will also expire on August 31, 2004. A collective bargaining committee was selected and continues to gather input from the membership as it prepares a set of opening proposals for the upcoming round of negotiations. The work of the committee was expected to continue until late in the school year, however, no decision has yet been made with respect to when notice to begin negotiations will be served to the other parties to the agreement.

Labrador Benefits Package (Schedule J)

The NLTA is part of a multi-union group with NAPE, CUPE, NLNU, and the RNCA which negotiates a Labrador Benefits Package for its members in Labrador. The present agreement was reached in late February 2003 and remains in effect until March 31, 2005. The purpose of this agreement is to provide benefits to members in Labrador who face unique financial and personal expenses from living in the north.

Pensions

Administrative Staff in the Benefits and Economic Services Division continue to be directly involved in representing teachers' interests on pensions and the general administration of the Teachers' Pension Plan (TPP). This includes communicating information to the membership on the pension plan, presentations at the Pre-Retirement Seminars, working through the Pensions Administration Committee to ensure consistent management and administration of the plan, and interceding on teachers' behalf with Pensions officials

when difficulties arise. The NLTA is also represented on the Pensions Investment Committee, which oversees the investment of the province's pooled pension fund.

During the past year, the NLTA/ Government Pensions Administration Committee has continued to examine and discuss a number of ongoing issues related to the administration of the TPP. These issues include inter-provincial reciprocal transfer agreements, direct plan to plan transfer of service into the TPP and the substitute teacher pension plan, removal of the mandatory retirement age, purchase of past teaching service in private schools for pensionable service, and allowing retired teachers to teach beyond 65 substitute days when non-retired teachers are unavailable.

A detailed actuarial valuation of the Teachers' Pension Plan as at August 31, 2000, was completed in March 2001. This report indicated a funded ratio on a going-concern basis of 30.8% at August 31, 2000. This compares with a funded ratio of 17.2% as at August 31, 1997. The improvement is a result of special payments and changes made in the 1998 Collective Agreement. An unfunded liability of approximately $1.7B still exists. The funded ratio is predicted to reach its maximum of 32.7% in 2004 and then decline to 0% by 2016 at which time the fund would be exhausted unless further interventions are taken. An updated actuarial valuation as at August 31, 2003 is currently being completed.

Group Insurance

The Annual Group Insurance renewal was conducted in February 2004 with renewal decisions effective for May 2004 (April deduction month). Details on the renewal were conveyed to the membership in March 2004. Trustees renew

the insurance policies each year for the period May 1 to April 30. During the past financial year, significant deficits occurred in the Basic Life and Health plans. These deficits were covered from the NLTA Group Insurance Trust Fund. Premium increases were necessary for 2004-05 in the Basic Life, Health, Dental, and Voluntary Life plans. Premium decreases were achieved in the Long Term Disability plan and Retiree Post 65 Life plan. Due to an aging insured group and rising prescription drug costs, premium rate increases are likely to occur each year for the indefinite future. Trustees will be considering cost containment measures through an examination of plan design and benefits structure in an attempt to limit the premium increases.

In response to membership requests for insurance which provides coverage for assistance with activities of daily living in the event of serious illness, the NLTA Group Insurance Trustees will be making a Long Term Care Plan option available to members in September 2004.

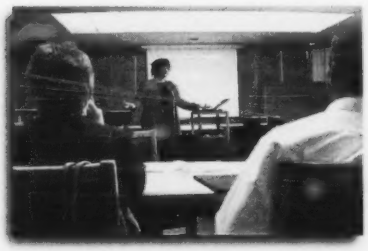
A new Group Insurance Program Booklet was produced and mailed to all members in June 2004.

Grievance and Arbitration

During the 2002-03 school year, a total of 19 grievances were initiated by teachers, slightly lower than the number of cases opened in the previous year.

Disciplinary action taken against teachers gave rise to the highest number of new grievances (7), while six dealt with employment issues and two grievances were filed in each of the areas of allowances, layoffs, sick leave and contract termination. Four grievances were moved to arbitration during the past school year, three are awaiting hearings, and one resulted in an arbitration ruling in favour of the teacher. Articles 31 and 32 of the Provincial Collective Agreement (articles 50 and 51 of the Labrador West Collective Agreement) outline the grievance and arbitration process for dealing with disputes related to the application or interpretation of the provisions of the Collective Agreement. Most teachers go through their careers, carrying out the day-to-day duties and responsibilities of teaching without needing to access this process.

Employee Assistance Program for Teachers



The Employee Assistance Program (EAP) is designed to assist teachers in facing the multiple professional and personal challenges they experience. There are two main components to the program: the counselling which assists teachers in receiving the supports needed to deal with circumstances that arise in their lives; and the Wellness Program which is a proactive approach for promoting healthy and balanced living.

During the 2002-03 school year, a total of 462 cases were managed by the EAP; this is an increase of 33% over the previous year. Also, workshops were offered to a number of staff groups throughout the province, and EAP staff were present at many of the District Conferences that were held. The most frequent request for teachers accessing the EAP was for assistance dealing with personal emotional and mental health issues. Stress issues and family relationships were also significant concerns requiring intervention.

Legal Assistance

All NLTA members have access to free legal assistance under the Association's Legal Aid Policy providing the case arises from a situation that is contingent upon the member's role as a teacher. Legal representation is also available to teachers for hearings and appeals at various levels with other agencies, such as the Employment Insurance Commission, the Workplace Health, Safety and Compensation Commission, and the Teacher Certification Review Panel. The Association has provided legal assistance to its members in relation to many different issues, including questions related to defamation, parental complaints, child protection matters, allegations of abuse, harassment and providing police statements. During the past school year, 39 requests for legal assistance were approved and referred to legal counsel, which is a significant increase from the previous year. The largest number of these (12) were matters of general legal advice, while seven cases were related to allegations of physical or sexual assault, five of which were dropped without charges being laid against the teachers in question.

Professional Relations/ Disciplinary Procedures

Two requests for assistance in professional relations have been dealt with this past year.

Assistance and advice is regularly provided to members who experience difficulties in their professional relationships with colleagues. Presentations have also been made to school staffs on the Code of Ethics and professional relations.

Employment Insurance

The September 2003 revised edition of the Association's publication *Teachers' Guide to Employment Insurance* is available to all members and provides up-to-date practical information to assist teachers with employment insurance matters.

As reported last year, a Federal Court of Appeal decision from June 2002 has significantly limited replacement teachers' access to EI benefits during the non-teaching periods, particularly July and August. A similar case from Alberta has resulted in a like judgment from the Federal Court of Appeal and, unfortunately, leave to appeal that ruling to the Supreme Court of Canada was denied in November 2003. However, the Association continues to provide legal assistance to teachers whose circumstances can be distinguished from the facts in these recent cases. In addition, the NLTA, in co-operation with the Canadian Teachers' Federation and other provincial teacher organizations, has participated in a focus group sponsored by HRDC to provide input on the on-line fact-finding system which will be in use with the EI Web Application system by June 2004. HRDC has already made changes to the fact-finding system in response to concerns raised by the NLTA and other provincial teacher organizations.

As of January 4, 2004, changes to the *Employment Insurance Act* now provide for a compassionate care benefit. Claimants who meet the eligibility requirements are entitled to six weeks of benefits (plus the two-week waiting period) for the purposes of taking leave from employment to care for a gravely ill or dying family member.

Workers' Compensation

The Association continues to assist those teachers who suffer an injury at work with their Workers' Compensation claims. Over the past year, however, there has been a decrease in the number of lost time accidents due to work-related injuries. Overall, the Workers' Compensation system has also seen a decrease in the number of soft tissue injuries.

The educational awareness and training initiatives of the Newfoundland and Labrador Federation of Labour and the Newfoundland and Labrador Employer's Council in early and safe return to work have continued throughout the year. These preventative initiatives are expected to continue in several locations throughout the province into the foreseeable future since many more employees and employers have expressed interest in obtaining and becoming familiar with these programs.

Teacher Health Assistance Program (THAP)

The NLTA continues its program of making contact with teachers who have only a few months of sick leave remaining. These teachers are provided with

information packages which contain an outline of the benefits and services available to them as NLTA members after the expiry of sick leave. Over 900 packages have been mailed to teachers since the inception of this program in February 1999. The purpose of the mailout is to attempt to alert teachers, while they are still in receipt of salary, about the options available to them should they run out of paid sick leave.

Workload Study

The Provincial Collective Agreement signed in April 2002 reaffirmed the parties commitment to a teacher workload study. When the parties could not reach final agreement on the content of a study, the NLTA retained the services of Dr. David Dibbon of the MUN Faculty of Education to develop, administer and analyze a workload study. That work was completed in the spring of 2004 and released in June. These findings will be valuable in publicizing the real circumstances about teachers' work lives and will be of assistance to the Negotiating Team in addressing such concerns during contract talks.

Deferred Salary Leave Plan

The Benefits and Economic Services Division liaises with school district officials and Department of Education officials with respect to the Deferred Salary Leave Plan and assists members where problems exist. As of April 2004, there are 196 teachers enrolled in the DSLP. Forty-seven teachers are currently on leave.

Occupational Health and Safety

In September 2004, the Department of Education, in cooperation with the NLTA, NAPE, CUPE, and the Newfoundland and Labrador School Boards Association, began a province-wide Occupational Health and Safety Training Program to deliver Occupational Health and Safety training to all schools and school board offices throughout the province. Schools were expected to select members to serve on an Occupational Health and Safety Committee and training took place in different school districts from September 2003 to March 2004. It is anticipated that at least 20 individuals from each of the 11 school districts will receive a two-day training program. Once completed, a second round of training sessions will take place with the remaining school representatives receiving their training. This initiative has been very well received and individual school representatives have been very pleased with the level of training being provided. This training initiative will continue until March 2005.

Professional Development

The Professional Development Division of the NLTA is responsible for designing and delivering professional programs for members of the Association. The following summarizes some of the initiatives of the Professional Development Division in 2003-04.

Special Interest Councils

In the last number of years, the Professional Development environment in the province has changed considerably with a move to more district- and school-based initiatives and the guarantee of three professional development days for teachers in the last collective agreement. This changing landscape has heightened the need for Special Interest Councils to examine new ways of delivering programs and to work more collaboratively with school districts. The Professional Development Officer responsible for Special Interest Councils is continuing to explore, with district offices and Department of Education personnel, ways of enhancing collaboration so that SIC programs become an integral part of district and provincial professional development agendas. As well, PITCOM is reviewing SIC structures and operations, and will recommend any changes necessary to ensure that SICs can function effectively in the new educational landscape.

Pathways Working Group

The Pathways Working Group continues to meet and discuss issues around the resourcing and implementation of Pathways. A major task has been the development of a concise handbook for teachers, which is intended to more clearly define Pathways and to provide a resource which would help achieve more manageable implementation of the framework. The NLTA/Department of Education Working Group continued to meet during the 2003-04 school year to finalize the handbook and to ensure that it is made available to the field. In addition, the workload issues related to the implementation of Pathways continues to be discussed at a number of levels, including the NLTA/Department of Education Liaison Committee meetings, in collective bargaining, and through the continuing efforts of the working group.

Criterion Referenced Testing and Public Exams

During the spring of 2003, NLTA completed its analysis of raw data and teacher comments from two major questionnaires on criterion referenced testing in Grades 3 and 6 and on high school public examinations. Based upon this data, NLTA positions on testing were prepared and circulated. The recommendations were then discussed in detail with Department of Education personnel in the Division of Testing and Evaluation. The Department of Education has continued to provide more teacher resources for the implementation of CRTs, and indications are that the number of CRTs to be administrated in a given year will be reduced. In addition, through NLTA's document *Putting the Teacher Back into Teaching*, we articulated the Association's position on testing and accountability.

Safe and Caring Schools Project Fund

During the 2003-04 school year, the NLTA's Professional Development Division received a $50,000 grant from the Government of Canada's National Crime Prevention Strategy. In collaboration with the Department of Education and the Newfoundland and Labrador Federation of School Councils, the NLTA sponsored a province-wide initiative which provided schools with funding to promote involvement of the whole school community in violence prevention activities that contribute to the development of safe and caring learning environments. In October 2003, applications were received and 33 schools, representing every district in the province, were provided funding to support their initiatives.

Gros Morne Institutes for Teachers and Teacher Interns

In collaboration with Parks Canada, Memorial University's Faculty of Education, and School Districts 2 and 3, the Professional Development Division of the NLTA continues to participate in the planning and offering of two institutes which are held on the Northern Peninsula and the Southern Labrador Coast each year. In August 2003, approximately 20 teachers spent a week exploring sites in Gros Morne National Park and developing lesson plans based upon their experiences. These lesson plans will become part of the Virtual Teacher Centre's lesson plan database. In September 2003, a second institute was held with approximately 17 teacher interns from Memorial University. During this week-long institute, participants visited Parks Canada Cultural and National Historic Sites along the Great Northern Peninsula and the Southern Coast of Labrador. Planning is well underway for similar institutes to be offered in August and September 2004.

Professional Development Alliance

It was the NLTA's hope that the introduction of the Professional Development Alliance in 2002-03 heralded a new era for professional development. However, despite the best of intentions of each of the partners – NLTA, Memorial University, the Department of Education and school districts – the work of the Alliance has been compromised by the fact that no designated coordinating body was put in place. Recent major changes to the Department of Education and school districts have also meant that progress has not occurred. The Association still very strongly supports the principle of an Alliance and the model for professional development that was presented and supported by all the partners last year. We will continue to advocate for this Alliance and commit to doing our part to making it work.

Developing Successful Schools (DSS) and the Conference on New Techniques and Classroom Teaching (CONTACT)

With our partners in Atlantic Canada, we continue our long tradition of offer-

ing the Developing Successful Schools Institute, often referred to as DSS, and the Conference on New Techniques and Classroom Teaching, or CONTACT. The four-day DSS Institute is held yearly at Mount Allison University in Sackville, and in 2003 was facilitated by Dr. Barrie Bennett. The extension of our school year presented a challenge to our administrators in participating in this Institute which takes place in the first week of July. Nevertheless, those who did attend found it to be a very worthwhile professional development experience.

In the summer of 2003, NBTA played host to their Atlantic Canadian colleagues at Mount Allison University in Sackville, New Brunswick for CONTACT 2003. The theme "What Students Need" was very well received by all of the NLTA's 30 delegates.

CONTACT continues to be one of the most popular summer professional development events, and the NLTA contingent is always one of the most active, both in pursuing the "academic" agenda and leading and participating in social events.

Teacher Induction Program

This program, initiated by the NLTA and supported by the Department of Education and Memorial University, has been adopted in most districts. Over the past six years, the NLTA has chaired a Provincial Steering Committee to oversee and coordinate the program's implementation. Our contact with new teachers suggests that the level of monitoring and support needs to be stepped up. As personnel in districts change, it has been noted that the program is sometimes weakened in the transition. An online module has been developed, particularly targeting school trustees and principals, to create greater awareness of and support for the Teacher Induction Program. Districts are being encouraged to develop policies on supporting beginning and early career teachers, and the Steering Committee is working on strengthening the relationship with Memorial University's Faculty of Education. An information session with key members of the Faculty of Education led to the preparation of a brochure of "frequently-asked questions" for students. These initiatives involving all our partners will, we hope, strengthen and support this valuable program.

Leadership at Work

Based largely on its success in several districts and in response to an expressed need, a Provincial Leadership Committee, headed by the Department

of Education, adopted this as the provincial professional development program for support of principals and vice-principals. In endorsing the program, the Department of Education funded a provincial Institute for teams from every district to provide the framework for its implementation throughout the province. Hundreds of leaders – district personnel, principals, vice-principals, and teachers are now actively participating in this program. In 2003-04, Leadership at Work had at least one cohort in every English school district in Newfoundland and Labrador. Many districts have two groups, and one district has as many as four Leadership at Work teams operating. The level of commitment and support to this program has grown even beyond our borders as other provinces have now expressed an interest in the program, and the Canadian Association of Principals requested an article for its national journal to highlight the program.

High School Graduation Requirements

In the Fall of 2003, the Department of Education proposed new high school graduation requirements. The proposed changes were to be implemented by September 2004 and included significant community-based requirements in community service and active living. Through the NLTA Curriculum Committee, the Association initiated several consultations with government officials and prepared a detailed response to the proposals. As a result, the Department of Education altered their model to reflect NLTA's recommendations and agreed to delay implementation until September 2005.

School District and Department of Education Restructuring

As a result of change of government, there has been yet another restructuring of our education system. Along with the reduction of school boards, from 10 anglophone boards to 4 and the accompanying personnel changes, there was significant change in the senior leadership positions at the Department of Education. This trend of change has serious implications for our organization and the partnerships we have developed with Districts and the Department of Education. At the very least, it will force us to redesign some of our programs' delivery models (e.g. Teacher Induction Program, Special Interest Council operations and Leadership at Work). At worst, it may compromise some of our programs' sustainability. This issue will be a major focus of the Professional Development Division in 2004-05.

Francophone Teachers

As an Association, we have a small number of francophone teachers who work with the Conseil scolaire francophone de Terre-Neuve et du Labrador. It is a challenge for us to provide resources and services in French, but we do so with the collaboration of our francophone colleagues across the country. With the AEFNB (the New Brunswick Association of Francophone Teachers), the NLTA organized an Atlantic regional symposium for all those with an interest in the challenges and opportunities of francophone education in a minority milieu. This premiere event was a resounding success with more than 100 active and engaged participants. There have already been calls for future symposia.

Canadian Teachers' Federation

International Programs

Through our Centennial Fund International Programs Fund, the Association funds one participant in a CTF-sponsored program – Project Overseas – to provide professional development to teachers in developing countries. In the summer of 2003, CTF matched our contribution and Betty Hann from J.J. Curling Elementary in Corner Brook went to St. Vincent and Deborah Williams from Coley's Point Primary School went to Sierra Leone.

The NLTA also actively supports CTF's SODEP (Social Development Education Program) and PD staff have led a team to Uganda to develop and carry out a program to enhance opportunities for girls in that country as part of Education International's Education for All campaign.

The John M. Thompson program supports teacher organizations by providing leadership training. The NLTA staff person who assisted in facilitating this training in Asia in 2001-03 has been involved this year in a review and revision process. The fifth John M. Thompson Fellowship session will continue next year and we will once again play a significant role in the program delivery.

Participation in National Committee Workgroups

The PD Division has been represented on several CTF committees and workgroups and assisted in the planning of a national conference on Accountability in May 2004. As a result of the collaboration of cross-country affiliates, coordinated by CTF, the Association has benefitted from excellent background research and drafting of policy at the national level which contributed immensely to our own policy development in key areas of PD, including Accountability and Professionalism.

Accountability

In February of this year the NLTA adopted a policy on professional accountability as a result of a long term and ongoing effort working with CTF, our Joint Council and our Professional Issues in Teaching Committee. As well, members of NLTA's Executive and staff, along with approximately 15 other educators from Newfoundland and Labrador, attended the CTF national conference on accountability held in Ottawa in May 2004 .

Virtual Teacher Centre

The VTC has had another productive and successful year. The partnership with the Centre for Distance Learning and Innovation has resulted in the design and development of several exciting ventures with the Department of Education that will provide teachers with more sustained support in their classrooms. Partnership with Memorial University led to the development of an innovative, technology-rich model for supporting teacher interns. In addition, a VTC-led summer institute for new teachers assigned to remote coastal Labrador communities has resulted in the establishment of an Online Learning Community, which is reported to be having significant positive effects on teacher morale and sustainability.

District partnerships continue to be sustained. The VTC, in partnership with two school districts and two Regional Economic Zones was successful in securing funding from ACOA to develop 20 learning modules in the area of Information and Communication Technology for teachers and other community leaders. These modules are currently being piloted and are expected to be available to teachers in September 2004. Additional funds have been secured from SchoolNet to develop ten modules in teaching and learning. These will be available in both official languages when complete.

The VTC has undergone an extensive external evaluation which revealed sound endorsement from all levels of the education system. The review process engaged representatives of the classroom, school districts, the Department of Education, the NLTA and the Faculty of Education at MUN.

The original funding for the VTC from the Office of Learning Technologies

expired in October 2003. Efforts are underway to provide for the future sustainability of the venture. It is expected that this will be achieved.

Teacher participation in the VTC continues to grow. The level of participation and rate of growth is being addressed through a new communications and promotion strategy currently under development. The VTC looks forward to a productive and sustained future in the delivery of professional development opportunities to educators.

Communications

The Communications Division is responsible for managing all aspects of the NLTA's internal and external communications, public relations and advertising programs. The division is responsible for *The Bulletin* as well as other communications to teachers, media relations, coordinating member and public attitude research, developing and implementing communications strategies/plans, and for the Association's internet communications.

Political Action

Early in 2004 a political action campaign was launched in response to the new government's announcement of wage freezes, job cuts and pension rollbacks. The campaign consisted of a three-phase approach aired on radio, television, and in print. Phase one of the campaign was intended to raise the public profile of the NLTA on announcements from government and on education issues in particular.

Phase two of the campaign profiled teachers from across the province speaking on the issues around educators and their concerns for the future of education in this province. The next phase included parents and third party supporters speaking out on behalf of teachers' efforts to fight policies that will have a negative effect on our rural communities and our children.

The key message in this political action campaign was that we cannot accept a wage freeze, job cuts or pension rollbacks, an infusion of teachers is needed rather than fewer teachers, and workload issues must be addressed.

Public Sector Strike

At midnight on March 31, 2004, 16,000 NAPE members and 4,000 CUPE members began a legal strike. The unions spent months trying to negotiate contracts through the collective bargaining process. Government's final offer, however, was not acceptable to the unions.

The strike had an impact on the delivery of services within the schools as student assistants, school caretakers and maintenance personnel, and school secretaries are members of these bargaining units. When administrators were instructed to put in place contingency plans that included assigning teachers to do the work of striking students assistants, the Provincial Executive of the NLTA directed the membership and the boards that in no circumstances do NLTA members perform duties that have been recognized by the Labour Relations Board as properly belonging to student assistants.

The NLTA's position on this further stated that if any member was suspended for refusing to perform the work of another bargaining unit they would be reimbursed by the Association for lost wages and pension benefits. The President of the NLTA was also empowered to implement a total withdrawal of all teaching services should any member be suspended for following the Association's directions relating to the strike.

The strike ended on April 28 when workers voluntarily returned to work. It was the same day that Government introduced back-to-work legislation in the House of Assembly.

Provincial Budget

In early 2004 the NLTA prepared a submission to the government's Pre-Budget Consultations. The focus of the NLTA submission was the need for improved resourcing of education in the province. The NLTA firmly believes that education must be seen as an investment – not an expenditure. The submission was clear in its recommendation and that

any further cuts to teachers will be devastating to an already overloaded system.

The provincial budget was brought down in late March. The budget removed 256 teachers from the system this year and an additional 109 teachers for the following year. This number does not include what will be removed next year based on the current teacher allocation formula and declining student enrolment in 2004-05.

Another announcement was the reduction in the number of school boards from 11 to 5. Based on this there will be an additional loss of teachers as program specialists and board personnel will lose their jobs.

The NLTA was quick in its response to the budget. The loss of over 500 teaching units in two years will have a disastrous impact on our schools as teachers and administrators attempt to deliver quality education to our children. These cuts will result in many of the province's urban schools having even larger class sizes and many of the rural areas will have to suffer even more program cuts. More students will be squeezed into already overcrowded classrooms, more programs will be dropped, and there will be more multi-grade classrooms. The NLTA stands firm in its statement that the quality of education in this province is in serious jeopardy.

Teacher Discount Program

The list of businesses that provide discounts and special services for teachers was continued during the year. The list was placed on the NLTA website for easier access by teachers. The Communications Division continues to monitor this program and other businesses and companies will be added as they become available.

Education Week 2004

The Education Week Committee, made up of teacher volunteers, began their planning soon after last year's event was over. The theme for 2004 was *Learning… A Class Act • Apprendre… Une Affaire De Classe*. This theme was selected by the provincial committee and approved by the Provincial Executive Council to promote the importance of education and learning.

The committee prepared resource materials for the week including a resource booklet, proclamation and poster. The Opening Ceremonies were held at J.R. Smallwood Middle School in Wabush, Labrador, marking the first time the event was held in Labrador.

At the Opening Ceremonies the new provincial Education Week Song was performed for the first time. This song was written by music teachers and Education Week Committee member Mary Brennan. As well, the new Education Week logo was officially launched at the Opening Ceremonies.

Computers for Schools

The NLTA continues its involvement with the Computers for Schools (CFS) program. To date, CFS has shipped over 10,000 refurbished computers to schools, districts and libraries throughout Newfoundland and Labrador.

The NLTA is represented on the CFS Board of Directors by the Communications Officer who also is a member of the CFS Finance Committee. The CFS program was co-founded in 1993 by Industry Canada and the Telephone Pioneers. It is a national volunteer-based initiative that collects, repairs and delivers computers to schools and public libraries. The program was established in this province in 1994.

Printing Services

During the past year Printing Services has continued to be responsible for all matters related to the NLTA's design, printing and distribution services. The division maintains databases for school representatives, special interest councils, retired teachers, and for *The Bulletin*.

The division has used the internet to assist in the goal of a more automated workflow. An electronic method for job proofing is now in place which allows initiators of printing projects to have direct and immediate input. This streamlining also provides Printing Services staff increased opportunity for project evaluation which has resulted in improved output and lower overall costs, a very worthwhile focus in these times of budgetary restraint.

In addition, electronic access to our project management database has been improved and our school mailing list and other databases have been updated and upgraded. These improvements also assist in keeping costs as low as possible and allow staff to better account for budgeted amounts and expenditures.

Printing Services will continue to review and re-evaluate all areas of its work to provide improved services to, and for, teachers.

Finance

The Finance Division of the NLTA is responsible for ensuring that all revenues and expenditures are accounted for in accordance with the By-laws and Policies of the Association and for the maintenance and upkeep of the NLTA property. The primary source of revenue (approximately 96%) comes from the membership in the form of fees, which are set at 1% of salary and bonuses.

Funds of the Association

There are eight funds operated by the Association, which are:

General Fund

This is the daily operating account of the Association.

Group Insurance Fund

This fund is operated by the Group Insurance Trustees and is reported on under the Benefits and Economic Services Division.

Emergency Fund

Pays for all expenses related to job action, as well as collective bargaining and grievance/arbitration costs.

Centennial Fund

Spending from this fund is controlled by the Professional Issues in Teaching Committee and is limited to the annual interest earned.

Reserve Fund

Used to cover any annual deficits that might occur in the General Fund.

Professional Development Fund

Spending from this fund is limited to the annual interest earned on the fund and is controlled by the Professional Issues in Teaching Committee.

Support Staff Pension Fund

This is the pension fund for the Support Staff of the Newfoundland and Labrador Teachers' Association.

Academic Loan Fund

Provides loans to teachers who are in full time attendance at university.

Investments

It is imperative that a close watch be kept on all Association monies to see that they are appropriately invested and are achieving the highest possible interest rates with minimum risk. These funds are presently under the care of a fund manager, who was hired by the Association in October 1997.

Property

The Finance Division is also responsible for the maintenance and upkeep of the NLTA building and property at 3 Kenmount Road, St. John's. This past year the usual care was provided to the grounds and building.

President's House

In May 2001, a property was purchased at 44 Rumboldt Place in St. John's for the use of the President during his/her term of office.

Financial Statements

Newfoundland and Labrador Teachers' Association
Statement of Financial Position*

August 31			2003	2002
	General Fund	Restricted Funds	Total	Total
ASSETS				
Current				
Cash and cash equivalents	$ 185,969	-	**$ 185,969**	$ 271,969
Receivables	28,392	$ 47,747	**76,139**	114,118
Receivable from				
General fund	-	-	-	117,469
Restricted funds	123,360	-	**123,360**	147,758
Insurance fund	-	-	-	70,710
Prepaids	30,730	-	**30,730**	51,823
	368,451	47,747	**416,198**	773,847
Investments	794,379	6,511,117	**7,305,496**	6,856,196
Property and equipment	1,073,641	-	**1,073,641**	1,126,079
Deferred pension costs	112,502	-	**112,502**	120,613
	$2,348,973	$6,558,864	**$8,907,837**	$8,876,735
LIABILITIES				
Current				
Bank indebtedness	-	-	-	$ 808
Payables and accruals	$390,298	$ 22,526	**$412,824**	418,868
Payable to general fund	-	123,360	**123,360**	147,758
Payable to insurance fund	43,775	-	**43,775**	-
Payable to restricted funds	-	-	-	117,469
Deferred revenue	-	50,000	**50,000**	-
	434,073	195,886	**629,959**	684,903
Accrued severance pay	282,671	-	**282,671**	246,386
	716,744	195,886	**912,630**	931,289
MEMBERS' EQUITY	1,632,229	6,362,978	**7,995,207**	7,945,446
	$2,348,973	$6,558,864	**$8,907,837**	$8,876,735

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Newfoundland and Labrador Teachers' Association
Restricted Funds' Statement of Financial Position*

August 31	Emergency Fund	Professional Development Fund	Centennial Fund	Reserve Fund	Outreach Program Fund	Virtual Teacher Fund	Safe Schools Fund	2003 Total
ASSETS								
Current								
Receivables	-	-	-	-	-	$ 47,747		$ 47,747
						47,747		47,747
Investments	$3,655,038	$ 788,855	$ 820,381	$ 1,127,940	$ 51,507	17,214	$ 50,182	6,511,117
	$3,655,038	$ 788,855	$ 820,381	$ 1,127,940	$ 51,507	$ 64,961	$ 50,182	$6,558,864
LIABILITIES								
Current								
Payables and accruals	$19,679	$949	$949	$949	-	-	-	$22,526
Payable to general fund	93,568	15,100	-	3,470	-	$11,222	-	123,360
Deferred revenue	-	-	-	-	-	-	$50,000	50,000
	113,247	16,049	949	4,419		11,222	50,000	195,886
MEMBERS' EQUITY	3,541,791	772,806	819,432	1,123,521	$ 51,507	53,739	182	6,362,978
	$3,655,038	$ 788,855	$ 820,381	$ 1,127,940	$ 51,507	$ 64,961	$ 50,182	$6,558,864

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Financial Statements

Newfoundland and Labrador Teachers' Association
Statement of Operations and Changes in Fund Balances*

Year Ended August 31	General Fund	Restricted Funds	2003 Total	2002 Total
Revenue				
Membership fees	$ 3,451,040	$182,325	**$3,633,365**	$3,498,860
Contributions	200,780	342,067	**542,847**	370,019
Government grants	177,892	-	**177,892**	155,386
Interest on investments	22,011	304,220	**326,231**	252,240
Miscellaneous	19,385	2,000	**21,385**	14,180
	3,871,108	830,612	**4,701,720**	4,290,685
Expenses				
Administration	1,753,861	197,049	**1,950,910**	1,560,863
Benefits and Economic Services	944,499	501	**945,000**	869,587
Communications	727,329	-	**727,329**	630,509
Donations	-	-	-	30,002
Employee Assistance Program	-	53,329	**53,329**	50,800
Workload Study	-	15,000	**15,000**	-
Branch Operations	242,369	-	**242,369**	235,634
Investment fees	-	30,983	**30,983**	32,333
Professional Development	441,770	50,010	**491,780**	499,656
Grievances and Arbitrations	-	161,244	**161,244**	151,622
Negotiations and Other Lock-out	-	34,015	**34,015**	391,176
	4,109,828	542,131	**4,651,959**	4,452,182
Excess of revenue over expenses (expenses over revenue)	$ (238,720)	$288,481	$ 49,761	$ (161,497)
Fund balances, beginning of year	$2,056,949	$ 5,888,497	$ 7,945,446	$ 8,106,943
Excess of revenue over expenses (expenses over revenue)	(238,720)	288,481	49,761	(161,497)
Interfund transfers	(186,000)	186,000	-	-
Fund balances, end of year	$ 1,632,229	$ 6,362,978	$ 7,995,207	$ 7,945,446

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Newfoundland and Labrador Teachers' Association
Restricted Funds' Statement of Operations and Changes in Fund Balances*

Year Ended August 31 — 2003

	Emergency Fund	Professional Development Fund	Centennial Fund	Reserve Fund	Outreach Program Fund	Virtual Teacher Fund	Safe Schools Fund	Total
REVENUE								
Membership fees	$ 182,325	-	-	-	-	-	-	$ 182,325
Contributions	-	-	$ 128,432	-	$ 15,000	$ 198,635	-	342,067
Interest on investments	201,405	$ 41,131	39,317	$ 20,160	1,054	863	$ 290	304,220
Miscellaneous	-	-	-	-	-	2,000	-	2,000
	383,730	41,131	167,749	20,160	16,054	201,498	290	830,612
EXPENSES								
Administration	2,954	-	949	949	-	192,089	108	197,049
Benefits and Economic Services	501	-	-	-	-	-	-	501
Employee Assistance Program	-	-	53,329	-	-	-	-	53,329
Workload Study	15,000	-	-	-	-	-	-	15,000
Investment fees	16,874	6,323	7,786	-	-	-	-	30,983
Professional Development	-	24,997	21,892	-	3,121	-	-	50,010
Grievances and Arbitrations	161,244	-	-	-	-	-	-	161,244
Negotiations and Other Lock-out	34,015	-	-	-	-	-	-	34,015
	230,588	31,320	83,956	949	3,121	192,089	108	542,131
Excess of (expenses over revenue) revenue over expenses	$153,142	$ 9,811	$ 83,793	$ 19,211	$ 12,933	$ 9,409	$182	$ 288,481
Fund balances, beginning of year	$ 3,388,649	$ 762,995	$735,639	$ 924,310	$ 43,574	$33,330	-	$5,888,497
Excess of revenue over expenses (expenses over revenue)	153,142	9,811	83,793	19,211	12,933	9,409	$182	288,481
Interfund transfers	-	-	-	180,000	(5,000)	11,000	-	186,000
Fund balances, end of year	$ 3,541,791	$ 772,806	$ 819,432	$1,123,521	$ 51,507	$ 53,739	$182	$6,362,978

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Through educational leadership and service, we dedicate ourselves to the promotion of the professional excellence and personal well-being of teachers, through support, advocacy and the development and delivery of outstanding programming.

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